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**Core to College Curriculum Redesign Project**  
**Convening Summary**  
**April 12<sup>th</sup>, 2013**

**Background**

Core to College is a multi-state grant initiative designed to promote strong collaboration between higher education and the K-12 sectors in the implementation of the Common Core State Standards (CCSS) and aligned assessments. In eleven grantee states – Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, North Carolina, Oregon, Tennessee, and Washington – Core to College is helping states drive higher levels of alignment and collaboration to achieve greater college readiness with financial resources, technical assistance and evaluation support.

In Tennessee, the Core to College grant includes two primary goals:

1. Development of a model curriculum for first-year college courses in Mathematics and English/Language (ELA) Arts fully aligned with the Common Core State Standards.
2. Convening Core to College Institutes for both K-12 and higher education faculty and leaders, dually focused on expanding Common Core knowledge and ensuring the state post-secondary community fully accepts the PARCC assessment as the placement instrument for first-time freshman in credit-bearing courses.

This convening focused on identifying the key shifts of the Common Core State Standards and how those shifts may affect general education college curricula for English/Language Arts and Math. Participants included two faculty redesign teams, consultants from Achieve and Education First, and staff from the Tennessee Higher Education Commission (see Meeting Participants below).

**Agenda**

9:00 – 9:10	Welcome and Introductions
9:10 – 9:20	Overview of the Vision and Goals of Core to College
9:20 – 10:20	Key Shifts of Common Core
10:25 – 12:00	Content Team Breakout Sessions: ELA and Math
12:00 – 1:00	Content Team Action Plan Development (Working Lunch)

## Summary of Discussion

### *English/Language Arts:*

- After a thoughtful discussion of the Key Shifts, the team developed a series of questions and potential challenges in both developing and communicating the model curriculum with their colleagues.
- The team discussed the content concepts in college coursework aligned with the CCSS and identified the following areas of existing alignment in the literacy and writing standards:
  - Focus on purpose and audience, particularly in writing
  - Function of genre and mode
  - Extended writing pieces (this is currently happening in universities but not community colleges, based on experience of committee members)
  - Informative, explanatory texts
  - Reflection

### *Math:*

- The team reviewed sample items from PARCC, acknowledging great appreciation for “messiness” in item answers (e.g. non-integers) that reflect the shift to “real world” problems in which data sets are not always clean.
- After a discussion of the Key Shifts, team agreed that CCSS will change what can be done in the college algebra classroom, allowing faculty to teach new math content instead of focusing on the mechanics. One team member noted that this will resonate not just with intro math faculty but with the divisions they serve who want to start making content connections to other STEM subjects.
- PARCC college ready students will be advanced beyond current college-level students which will require a deeper level of teaching at the college level.
- The team decided to focus on College Algebra for its model course design with a plan to revisit Introductory Statistics as future redesign possibility.
- The team decided to organize outline/syllabus according to Mathematical Association of America (MAA) recommendations. They will articulate which topics to keep with depth, which ones to remove, and which ones to add from CCSS.

## Next Steps

- The end result for both faculty teams will be the development of syllabi, pacing guides, and model lessons. Other content that the faculty teams are considering include technology guides, text complexity guide for higher education, and curricular materials.
- Both faculty teams agreed to meet again in June to set their templates and confirm that they are planning towards the same deliverable by the next convening in September.

## Meeting Participants

### Tennessee Higher Education Commission

Mike Krause, *Asst. Director of Academic Affairs, THEC*  
Victoria Harpool, *Program Coordinator, First to the Top*  
Dr. Richard Rhoda, *Executive Director, THEC*  
Melissa Stugart, *Core to College Director, THEC*

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### English/Language Arts Team

Endora Feick, *Nashville State Community College*  
Lauren Ingraham, *University of Tennessee Chattanooga*  
Phil Waldrup, *Middle Tennessee State University*

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### Math Team

Holly Anthony, *Tennessee Tech University*  
Stephanie Kolitsch, *University of Tennessee Martin*  
Doug Vinson, *Pellissippi State Community College*

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### Consultant Team

#### Katie Cristol, *Education First*

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Katie leads and staffs projects within Education First's College and Career Readiness practice area for a range of federal, state, district and nonprofit clients. Her recent work has focused on implementation of the Common Core State Standards at the district level and on supporting state-level collaboration between K-12 and higher education on the CCSS.

#### Bonnie Hain, *Achieve*

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Bonnie Hain began work as a Senior Adviser, English Language Arts & Literacy with Achieve in June, 2011. Bonnie primarily focuses on assessment development and design for the PARCC assessments in English Language Arts and Literacy. Bonnie worked for ten years with the Frederick County Public Schools in a variety of positions, including Assistant Principal for an elementary school, English Curriculum Specialist for grades 6-12, and Director of Curriculum and Professional Development.

#### Margaret Horn, *Achieve*

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Margaret works for Achieve as Vice President, State Leadership & Policy Development. Prior to joining Achieve, Margaret served as the chief education policy advisor to Governor Phil Bredesen, of Tennessee, from 2008 to 2010. She led Tennessee's involvement in the American Diploma Project and the College & Career-Ready Policy Institute, and most recently coordinated Tennessee's Race to the Top proposal, which resulted in new laws in the Volunteer State.

#### Doug Sovde, *Achieve*

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Doug works for Achieve as Director, PARCC Instructional Supports & Educator Engagement. While at Achieve, Doug has worked with a dozen states to increase the rigor of their standards and align their standards and assessments. Recently, he participated as a member of the writing team of the Common Core State Standards, having principal responsibility for creating Appendix A to the mathematics standards, also known as the Model Course Pathways in Mathematics